

DOCUMENT RESUME

ED 425 153

SP 038 231

AUTHOR Cole, Ardra L., Ed.; Elijah, Rosebud, Ed.; Knowles, J. Gary, Ed.

TITLE The Heart of the Matter: Teacher Educators and Teacher Education Reform.

ISBN ISBN-1-880192-28-4

PUB DATE 1998-00-00

NOTE 496p.

AVAILABLE FROM Caddo Gap Press, 3145 Geary Boulevard, Suite 275, San Francisco, CA 94118 (\$39.95).

PUB TYPE Collected Works - General (020)

EDRS PRICE Document Not Available from EDRS.

DESCRIPTORS Academic Deans; College Faculty; College School Cooperation; Cultural Awareness; *Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Self Evaluation (Individuals); *Teacher Educators

ABSTRACT

This collection of papers examines the role of teacher educators in teacher education reform. Part 1, "The Reform Context," includes the first chapter: (1) "Setting and Defining the Context" (J. Gary Knowles and Ardra L. Cole). Part 2, "Self-Study as Teacher Education Reform," includes chapters 2-6: (2) "Reforming Teacher Education through Self-Study" (Ardra L. Cole and J. Gary Knowles); (3) "Finding My Way: Teaching Methods Courses from a Sociocultural Perspective" (Anastasia P. Samaras); (4) "Letters of Intent: Collaborative Self-Study as Reform in Teacher Education" (Dawn Abt-Perkins, Helen Dale, and Patricia Hauschildt); (5) "Beyond 'Burritos' and 'Lumpia': Ethnic Identity as a Difference in Preservice Teacher Education" (Sara S. Garcia and Edmundo F. Litton); and (6) "Owning What I Learned: The Perspective of a Beginning Teacher Educator" (Rosebud Elijah). Part 3, "Teacher Educators and the Reform of Teacher Education," includes chapters 7-18: (7) "Teaching by the Rules, Changing the Rules in Teacher Education" (Ava L. McCall); (8) "Driven to Abstraction" (Margaret R. Olson); (9) "Negotiating Balance between Reforming Teacher Education and Forming Self as Teacher Educator" (Karen Guilfoyle, Mary Lynn Hamilton, Stefinee Pinnegar, and Margaret Placier); (10) "Conflicting and Competing Agendas: A School-University Partnership for Teacher Education" (Clare Kosnik); (11) "Professional Lives; Institutional Contexts: Coherence and Contradictions" (Rosebud Elijah); (12) "Making the Path by Walking It" (Francisco A. Rios, Janet E. McDaniel, and Laura P. Stowell); (13) "Reforming Teacher Education: Making Sense of Our Past to Inform Our Future" (Peter Chin and Tom Russell); (14) "Intention or Happenstance: The New Professor as a Change Agent" (Beverley Bailey); (15) "The Beginning Professor and Goodlad's Simultaneous Renewal: Vignettes from Wyoming's School-University Partnership" (Audrey M. Kleinsasser, Mary Alice Bruce, William G. Berube, Linda Hutchison, and Judith Z. Ellsworth); (16) "The Importance of Being Marginal: A Chapter with a Post-Script" (Jill Kederasha McClay); (17) "Professional Lives in Context: Becoming Teacher Educators" (Susan Finley); and (18) "Reform and 'Being True to Oneself': Pedagogy, Professional Practice, and the Promotional Process" (Ardra L. Cole and J. Gary Knowles). Part 4, "Deans of Education and Teacher Education Reform," includes chapters 19-21: (19) "Beginning Professors and College Reform" (Richard Wisniewski); (20) "Where Should We Educate Teachers? Thoughts Generated from the Concerns of Beginning Teacher

+++++ ED425153 Has Multi-page SFR---Level=3 +++++

Educators" (Gary R. Galluzzo); (21) "Leading by Example: Reflections on Seven Years as Dean" (R. Terrance Boak); (22) "An Occupation Like All Others" (Roger Soder); (23) "New Dean to New Faculty: Accepting the Challenge" (Carol A. Bartell); and (24) "Authority of Heart and Teacher Education Reform" (Rena Upitis). (SM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
